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PROGRAM PHILOSOPHY

Wayne Township Public Schools’ K-8 gifted and talented/enrichment programming is designed to identify and cultivate the special gifts, talents and abilities within our students. Our elementary and middle schools utilize a research-based, interdisciplinary instructional approach, focused on differentiation and enrichment. Our goal is to engage and challenge our students on their journey to becoming lifelong learners, through the creation and implementation of highly engaging, rigorous, and relevant learning opportunities.

ELEMENTARY ENRICHMENT AND GIFTED & TALENTED SERVICES

Enrichment

At the elementary level classroom teachers, along with district enrichment specialists and elementary art and music specialists, provide a variety of enrichment opportunities to our students. Classroom teachers use differentiated lessons and resources within the district’s English Language Arts (ELA) and Math curriculum. Enrichment specialists have organized and provided teachers with additional resources to use with their students. These enrichment activities utilize Dr. Norman L. Webb’s Depth of Knowledge Learning Strategies which allow students to apply strategic, extended, and higher-order thinking skills across all content areas.

Enrichment specialists also provide direct support to classroom teachers by assisting with the development and implementation of learning activities that provide an in-depth look at various topics aligned with the New Jersey Student Learning Standards (NJSLS). Additionally, whole class enrichment lessons are provided by our enrichment specialists for K-3 students. These lessons focus on developing students’ critical thinking skills. Classroom teachers have access to an array of extension activities which deepen students’ thinking and provide differentiated learning opportunities.
ELEMTARY ENRICHMENT SERVICES

Continued

Dedicated websites offer enrichment opportunities in math, language arts, and STEM. All students are encouraged to visit their grade appropriate website (K-2 or 3-5) to take advantage of these challenge opportunities.

ELEMTARY ENRICHMENT AND GIFTED & TALENED SERVICES

Gifted and Talented Enrichment Services (GATES)

Fourth and fifth grade students who meet an established criteria for Math and/or ELA receive direct instructional services from one of the three enrichment specialists. This program is designed for students who possess high levels of ability in one or more content areas when compared to their chronological peers. During weekly pull-out sessions students are involved in project-based learning which includes the integration of technology. Students also apply their critical/creative thinking and logical reasoning skills through cooperative activities and competitive challenges such as WordMasters and Math League.

GATES IDENTIFICATION PROCESS

4th and 5th Grade Students

The Wayne Township Public School District uses multiple criteria to measure distinctly different aspects that factor into a student’s educational experience. These measures are designed to give a clear picture of each student when identifying for the GATES pull-out enrichment program and follow the identification guidelines set forth by the New Jersey Association for Gifted Children. The following areas are considered:

- Cognitive Skills Assessment
- Student Achievement
- Creativity
- Motivation and Task Commitment
GATES IDENTIFICATION TIMELINE

The following criteria is reviewed for all third grade students as well as fourth and fifth grade students who are new to the district:

**Cognitive Skills Assessment:** (CogAT or equivalent)
This assessment will be administered to all 3rd grade students in June and to all new 4th and 5th grade students in September.

After Cognitive Skills Assessment scores for students are reviewed, those who meet the preliminary criteria are invited to participate in additional testing. In order to meet the criteria for further testing, students must score in the 94th percentile or better on the Cognitive Skills Assessment.

Qualifying students will move on to the second round of testing which includes:

- **Creativity:** Creativity Assessment
- **Motivation and Task Commitment:** Grades in ELA and Math, Student, Teacher, and Parent Referrals
- **Student Achievement:** PARCC scores, District Writing Sample

In early fall, after the Gifted and Talented Committee has reviewed all of the data, invitations to participate in the GATES program will be sent home to qualifying students. A parent orientation night for the GATES Program is held shortly after the GATES pullout enrichment classes begin.

**NOTE:** Students will take the CogAT only once in 3rd OR 4th grade, as this score is valid for both grade levels. Students who enter the district at the beginning of 5th grade will take the 5th grade version of the CogAT which will also serve as data for Track 1A consideration in middle school.
GATES YEARLY ELIGIBILITY

Grade four GATES students will be included in the GATES program for 5th grade unless they meet the exit procedures.

Students entering 5th grade who were not eligible for the GATES program in 4th grade may be considered for the GATES program in 5th grade if they meet the entrance criteria.

Entrance into the GATES program does not guarantee acceptance into the Track 1A program at the middle school level. All students are evaluated for Track 1A qualification at the end of grade 5.

GATES PROGRAM EXIT PROCEDURES

It is our goal for students to experience success as they participate in the GATES program. However, some students have difficulty meeting the expectations set forth. There are instances when it may be in the best interest of a child to exit the GATES program, such as the following circumstances:

1. Parents request that their child leave the program
2. Student requests to leave the program
3. Student is not meeting expectations in the regular or GATES classroom (i.e.: student is consistently unprepared for class, and/or student displays inappropriate behavior indicating a lack of motivation)

The parent/guardian, teacher or student may initiate the exit process. The following procedures are in place for students to exit the program:

- If the parent chooses to withdraw their child from the program, a written letter must be sent to the school after which a conference may be called.

- If the GATES teacher and building principal believe that continuation in the program is not in the best interest of a child, parents will be invited to a conference to make a determination.
At the middle school level, identified students are part of the Track 1A program. Track 1A students participate in content specific programs for ELA, mathematics, science, and social studies. Eligible students navigate their way through the prescribed middle school curricula by applying higher order thinking skills, while being simultaneously encouraged to explore generated content ideas in greater depth. Students’ needs, strengths, interests, and talents are recognized and cultivated via a differentiated approach to instruction.

Track 1A ELA and social studies students are exposed to enriched learning experiences where they explore grade level content themes in greater depth. Track 1A 6th and 7th grade science students are also exposed to enriched learning experiences, which foster creativity and a passion for scientific discovery. During their 8th grade year of science, students have the opportunity to accelerate in their coursework by taking high school Biology. Due to high school prerequisites, students taking Biology must be enrolled in either Algebra I or Unified Math II.

In the Track 1A math program, students are exposed to an accelerated curriculum which is equivalent to a year and a half worth of content per school year. Moreover, students are provided with opportunities to challenge themselves through non-routine problem-solving activities as well as the application of high order mathematics that expands beyond the typical middle school curriculum. Due to the accelerated nature of the coursework, students must enter the Track 1A math program by the beginning of 7th grade.
Following the New Jersey Association for Gifted Children Guidelines for Identification, the Wayne Township Public Schools uses multiple data sources to determine student eligibility to participate in the Track 1A Program. Student aptitude and achievement, innovation/creativity levels, and task commitment ratings are weighed during the identification process.
TRACK 1A IDENTIFICATION TIMELINES

**TRACK 1A IDENTIFICATION PROCESS TIMELINE**

**RISING 6TH GRADERS**

- End of Second Trimester:
  - Student grades compiled
  - Student 4th Grade PARCC scores compiled
  - Task Commitment Ratings collected

- Spring:
  - All 5th grade students will take the CogAT

- June:
  - Students who qualify for Tier II consideration will be administered a creativity assessment.
  - 5th Grade PARCC Scores collected

- August:
  - Acceptance letters sent to parents of students

**www.wayneschools.com**

**TRACK 1A IDENTIFICATION PROCESS TIMELINE**

**Established Middle School Students in Grades 6 and 7**

**END OF 3RD MARKING PERIOD**

- Student averages calculated
- Task Commitment Ratings submitted for identified students
- Past aptitude testing data compiled (InView or CogAT)

**JUNE**

- PARCC scores compiled
- Creativity Assessment administered to students who qualify for Tier II consideration

**END OF JULY/ BEGINNING OF AUGUST**

- New students to the district are considered
- Acceptance letters sent to all that qualify

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**TRACK 1A PROGRAM EXPECTATIONS AND EXIT CRITERIA**

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**Wayne Township Public Schools**

**Track 1A Program Expectations**

Below are the expectations set forth for all students enrolled in the middle school Track 1A program:

- All assignments should be submitted by their designated due date.
- Extenuating circumstances extending the due date will allow additional time as delineated by Board Policy.

**Academic Expectations**

Track 1A students should demonstrate the following behaviors:

- **Intrinsic Motivation and Drive:** Students are expected to be driven by a profound interest in the content area in which they are studying.

- **Responsibility:** Students are expected to take responsibility for their personal performance and behavior.

- **Independence:** Students are expected to be independent learners and advocate for their learning needs.

- **Work Ethic:** Students are expected to possess an exceptional work ethic and set learning goals for themselves.

- **Perseverance:** Students are expected to stay focused on the learning tasks at hand and to work diligently on achieving all established learning goals.

- **Integrity:** Students are expected to exhibit integrity on all assignments.

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**Track 1A Exit Criteria**

**Warning Notification**

- **Interim:** Sent when a student’s interim grade is below a 70%.
- **End of Marking Period:** Sent when a student’s marking period grade is below an 80%.

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**Exit Notification**

- **End of Marking Period:** Sent when a marking period grade is below a 70.
- **End of School Year:** Sent when a student has below an 80 average for the course.

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**WWW.WAYNESCHOOLS.COM**
The Windows Art program is an enriched art experience for K-8 students. Students at the elementary and middle-level gain entry into the program via a designated assessment and classroom observation at the elementary level and via a portfolio evaluation at the middle school level.

**ELEMENTARY WINDOWS ART**

Grades 4 and 5

Students in grades 4 and 5 who show exceptional abilities in art are eligible to participate in a weekly enrichment art class. Each school’s art specialist identifies students who demonstrate outstanding artistic talents through use of established criteria and classroom observation. The criteria is based primarily on student drawing ability considering the following:

- Depth
- Shading
- Detail
- Originality

Students who are accepted for Windows Art will receive an invitation to participate in the program. Parents must return a signed permission form for their child to participate before a student will be able to attend the class.

Interested fourth grade students who are not selected to participate in the Windows Art program will have another opportunity for selection in fifth grade, and again as they transition to middle school.
MIDDLE SCHOOL WINDOWS ART

Grades 6-8

The Windows Art program at the middle school level is designed to offer students a more intensive, year long, art experience. Students are selected based on portfolio submission, which identifies their abilities, interests, and commitment to the visual arts. Students selected to participate in the middle school Windows Art program must complete homework assignments, classroom critiques, and in-depth projects which culminate in an annual art show.

MIDDLE SCHOOL WINDOWS ART

Portfolio Submission Process for Rising 6th Grade Students

All pieces of artwork included in portfolio submissions should include a student’s name, elementary school and their art teacher’s name. All artwork should be placed in a folder that is also labeled with the student’s name. Please DO NOT FOLD submitted artwork.

Portfolio Submissions Should Include:

- Self Nomination Form
- Still Life: Done in school
- Chair: Pencil drawing
- Full Figure Portrait: Pencil drawing
- Facial Portrait: Pencil drawing
- Name Design/Creative Lettering: Students may use crayon, colored pencil, or marker
- Free Choice
MIDDLE SCHOOL WINDOWS ART
Identification Process Timeline

Orientation: In January, an assembly program will be presented at each elementary school by a middle school Windows Art teacher explaining the Windows Art program and the portfolio submission process. Interested students may begin preparing their portfolio following the assembly program.

Portfolio and Student Self-Nomination Form: Portfolios and self-nomination forms are due to the elementary Windows Art teachers in February. The portfolios and self-nomination forms will be forwarded to the middle schools. Students are responsible to bring these materials to their Windows Art teacher by the designated due date.

Acceptance: Acceptance into the program will be based upon portfolio submissions. A letter will be sent to successful candidates, at which time they may choose to enroll in the middle school Windows Art course.

FINE & PERFORMING ARTS ENRICHMENT
Elementary Music Ensembles

Elementary school students who demonstrate musical talent have the opportunity to participate in the All-Wayne Elementary School Band, the All-Wayne Elementary School Jazz Band, and the All-Wayne Elementary School Chorus. These ensembles are comprised of selected students from the nine elementary schools in Wayne. Students meet twice each week to practice after school. The Elementary All Wayne Ensembles program concludes each year with a Spring Concert concert at Wayne Hills High School where students showcase a variety of musical selections.
ELEMENTARY MUSIC ENSEMBLES

All-Wayne Chorus

This ensemble is an opportunity for aspiring young singers who desire additional vocal musical experience. Selected students will have the chance to meet peers from elementary schools across the district who are equally invested in our music program. Chorus directors from all nine elementary schools audition and select students from each school who meet predetermined criteria, such as the ability to match pitch and generate good vocal tone. The All-Wayne Chorus is directed by two district vocal music teachers. Beginning in February, selected students meet twice per week after school at either Wayne Valley or Wayne Hills High School from 3:45 to 5:15.

ELEMENTARY MUSIC ENSEMBLES

All-Wayne Band

This ensemble is a special opportunity for students who are invested in growing as musicians. Band directors from the nine elementary schools audition and select several outstanding students from each school. The All-Wayne Band is directed by two district band teachers. Beginning in February, selected students meet twice per week, usually on Mondays and Wednesdays, after school.
ELEMENTARY MUSIC ENSEMBLES
All-Wayne Jazz Band

The All-Wayne Jazz Band is a jazz ensemble, comprised of talented 5th grade saxophone, trombone, trumpet, piano, and drum-kit musicians from all nine elementary schools. Members of this ensemble are introduced to the swing-jazz style for the first time. Ensemble members also learn blues scales and about music improvisation. Practices for the All-Wayne Jazz Band begin in January. Ensemble members will give two performances. Students will perform at the All-Wayne Concert, and will also perform with Wayne’s middle and high school jazz ensembles at the Wayne Jazz Festival.

FINE & PERFORMING ARTS ENRICHMENT
Middle School Music Ensembles

Wayne Middle Schools offer both instrumental and vocal music ensembles to students in place of cycle classes (Spanish, Art, Tech Ed, and Computers). Students participate in daily rehearsals in preparation for annual holiday and spring concerts. Students also are introduced to music theory as they work to strengthen ensemble performance techniques.

Middle school students have the opportunity to participate in a multitude of regional performance groups. Middle-level musicians can audition to perform in the North Jersey School Music Association Choir and Concert Band and the North Jersey Area Band. Students who are accepted to participate in these opportunities are able to perform advanced band music with accomplished area conductors and band directors.
Above Average Ability: The difference between general abilities (processing information, integrating experiences, and abstract thinking) and specific abilities (like the capacity to acquire knowledge, perform in an activity)

Task Commitment: Motivation turned into action (perseverance, endurance, or hard work, paired with self-confidence, perceptiveness and a special fascination with a special subject). According to Renzulli (1997) without task commitment, high achievement is not possible.

Creativity: A student’s fluency, flexibility, and originality of thought; an openness to experience, sensitivity to stimulations, and a willingness to take risks
## BRIGHT LEARNER VS. GIFTED LEARNER

<table>
<thead>
<tr>
<th>The Bright Learner</th>
<th>The Gifted Learner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knows the answers</td>
<td>Asks the questions</td>
</tr>
<tr>
<td>Has good ideas</td>
<td>Has wild, silly ideas</td>
</tr>
<tr>
<td>Top group</td>
<td>Beyond the group</td>
</tr>
<tr>
<td>6-8 repetitions for mastery</td>
<td>1-2 repetitions for mastery</td>
</tr>
<tr>
<td>Grasps the meaning</td>
<td>Draws inferences</td>
</tr>
<tr>
<td>Copies accurately</td>
<td>Creates a new design</td>
</tr>
<tr>
<td>Technician</td>
<td>Inventor</td>
</tr>
<tr>
<td>Is alert</td>
<td>Is keenly observant</td>
</tr>
<tr>
<td>Is interested</td>
<td>Is highly curious</td>
</tr>
<tr>
<td>Works hard</td>
<td>Plays around, yet tests well</td>
</tr>
<tr>
<td>Listens with interest</td>
<td>Shows strong feeling and opinions</td>
</tr>
<tr>
<td>Understands ideas</td>
<td>Constructs abstractions</td>
</tr>
<tr>
<td>Completes assignments</td>
<td>Initiates projects</td>
</tr>
<tr>
<td>Enjoys school</td>
<td>Enjoys learning</td>
</tr>
<tr>
<td>Good memorizer</td>
<td>Good guesser</td>
</tr>
<tr>
<td>Is pleased with own learning</td>
<td>Is highly self-critical</td>
</tr>
<tr>
<td>Is attentive</td>
<td>Is mentally and physically involved</td>
</tr>
<tr>
<td>Answers the question</td>
<td>Discusses in detail, elaborates</td>
</tr>
<tr>
<td>Learns with ease</td>
<td>Already knows</td>
</tr>
<tr>
<td>Enjoys peers</td>
<td>Prefers adults</td>
</tr>
<tr>
<td>Is receptive</td>
<td>Is intense</td>
</tr>
<tr>
<td>Absorbs information</td>
<td>Manipulates information</td>
</tr>
<tr>
<td>Enjoys sequential presentation</td>
<td>Thrives on complexity</td>
</tr>
</tbody>
</table>

RESOURCES

WTPS Elementary Enrichment Websites
WTPS Elementary Enrichment Websites are a resource for all WTPS Elementary students. These websites are updated regularly and contain enrichment challenges in the areas of math, language arts, and STEM. These websites also contain resources for parents and students.

K-2 Website
https://sites.google.com/wayneschools.com/enrichment

3-5 Website
https://sites.google.com/wayneschools.com/3-5-wayne-township-public-scho/home

New Jersey Association for Gifted Children (NJAGC)
Provides resources, activities (REACH) and an annual conference for children and parents.
www.njagc.org

The Gifted Child Society
Located in Allendale, NJ and has provided resources to parents of gifted children by parents of gifted children since 1957.
http://www.gifted.org

Johns Hopkins Center for Talented Youth (CTY)
Johns Hopkins Center offers summer programs, family programs, as well as online programs.
http://cty.jhu.edu

Hoagies’ Gifted Education Page
Hoagies’ Gifted Education Website offers resources for parents and students.
http://www.hoagiesgifted.org

University of Connecticut: Renzulli Center for Creativity, Gifted Education, and Talent Development Parent Resources Page
https://gifted.uconn.edu/parent_resources